DOCUMENT RESUME

ED 129 283 IR 004 066

TITLE Reports on Management of Seven Common Chronic Library Problems as Summarized by Facilitators of Discussion Groups at Fall, 1975 and Spring 1976 Meetings of Wisconsin Library Association Children's and Young People's Services Section.

INSTITUTION Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

PUB DATE 76

NOTE 31p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.

DESCRIPTORS Book Thefts; *Censorship; Children; Conference Reports; *Library Programs; Paperback Books; Problems; Problem Solving; *Public Libraries; School Libraries; Vandalism; *Volunteers; Young Adults

ABSTRACT

Discussion groups met to address the following seven problems prominent in the young people's and children's departments of Wisconsin libraries: (1) decline of hardback circulation; (2) stealing and vandalism; (3) facilitating user self-help without fragmenting collections; (4) recruitment and orientation of volunteers; (5) censorship; (6) staff intolerance toward children; and (7) revitalizing long-running programs. Each discussion resulted in a list of coping strategies. For some problems, bibliographies and supporting documents were compiled. (EMH)

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ED129283

REPORTS ON MANAGEMENT OF SEVEN COMMON CHRONIC LIBRARY PROBLEMS AS SUMMARIZED BY FACILITATORS OF DISCUSSION GROUPS AT FALL, 1975 and SPRING 1976 MEETINGS OF WISCONSIN LIBRARY ASSOCIATION CHILDREN'S AND YOUNG PEOPLE'S SERVICES SECTION.

State of Wisconsin/Department of Public Instruction
Division for Library Services

1976

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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IR 004 066

State of Wisconsin \ DEPARTMENT OF PUBLIC INSTRUCTION

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State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

DIVISION FOR LIBRARY SERVICES
W. Lyle Eberhart, Assistant Superintendent
126 Langdon Street
Madison, Wisconsin 53702

COMMON PROBLEMS CLINIC

Conducted By

WLA Children's and Young People's Services Section
At Fall Conference, October 1975 and Spring Meeting, April 1976

Problem: How to cope with decline of hardback book circulation which has now become a recognized national trend.

Suggestions for coping:

1. Capitalize on paperback pluses: ease in shelving because arrangement is casual rather than strictly alphabetical; for browsing appeal; minimal processing; expansion of "regular" collection by making duplicate or multiple copies of standard and/or popular titles possible for less cost; facilitation of response to urgent, immediate requests for titles suggested by movies, TV, sports events, superstars, and current topics of interest.

2. Maintain standards of excellence by seeking out those paperback producers whose reproductions of fine children's picture books, for example, are the equivalent of their hardback counterparts.

3. Whenever possible, buy paperbacks to meet user demand for ephemeral, short-lived, and "non-literary" titles; then weed ruthlessly when their "moment" has passed.

4. Recognize that the majority of children and young adults now actively seek paperback titles in preference to hardcover titles; purchase and exhibit accordingly.

5. Continue and, if time allows, step up all traditional successful ways of promoting those hardbacks in your collection that are still active.

6. Paperback production is a developing market; be aware that some paperback publishers are now releasing original books in paperback and that some hardback publishers are releasing new titles simultaneously in hardback and paperback. Expect this trend to increase with growing demand.

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7. Paperback production is a developing market; be on the alert for more adequate coverage in standard and "off-beat" review publications.

8. Communicate your problems in getting orders filled, etc. to the publisher or to industry organizations: for paperback, write to Carol Nemeyer, Trade Division, Parker Ladd, Mass Market Division, Association of American Publishers, 1 Park Avenue, NYC 10016; for hardback, write to Bill Backer, President, Publishers' Library Promotion Group, Four Winds Press, 50 W. 44th St., NYC 10036.

9. Consider the applicability to your situation of the following formula which someone has prescribed for coping with this problem: "publicity, paperbacks, programming, and AV, AV, AV!"

Reported by Ginny Kruse, 1347 N. Wingra Drive, Madison

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Ch. & YA Services
150 - 1976

WLA Children's and Young People's Services Section

COMMON PROBLEMS CLINIC

THE USE OF PAPERBACK BOOKS IN LIBRARIES

- A Brief Bibliography -

AN OVERVIEW . . .

Curley, Marie T., "Buckram Syndrome: A Critical Essay on Paperbacks in Public Libraries of the U.S.," The Public Library Reporter, Number 13, ALA, 1968, 65 p.

This pamphlet contains a comprehensive analysis of the use of paperbacks in large, middle-sized, and small libraries as well as some data on paperback programs outside the library and practical material regarding processing and display. The 1965 survey of 3,200 public libraries was made by both ALA and the American Book Publishers Council; when it was first published, it was considered to be the definitive report on this topic. In many ways, this "essay" remains the definitive treatment of the use of paperbacks in libraries, even though the sections on the paperback market are now outdated and the extensive twelve-page bibliograpny is limited to pre-1968 materials. The analysis according to library size and the various reasons for and against the use of paperbacks in libraries continues to offer insight and practical assistance.

THE NITTY-GRITTY . . .

Kaiser, W. H., "On the Management and Use of Paperbacks in Libraries," Library Journal, September 15, 1970, pp. 75-83.

Comprehensive information regarding the purchase, processing, display and circulation of paperbacks is presented. Librarians will find detailed suggestions from which to establish and/or evaluate procedures related to paperbacks in libraries.

Meldrom, Richard, "Paperbacking," The U*N*A*B*A*S*H*E*D Librarian, Number 12, p. 30.

Concise, no-nonsense directions for processing paperbacks for the librarian who wants a quick and efficient how-to-do-it.

PAPERBACKS FOR CHILDREN . . .

Durrell, Ann, "The Production and Distribution of Pocket Books and Paperbacks for Young People," Bookbird, 1972, Volume 10, Number 3, pp 5-9.

This chronological look at the publication and library use of children's paperbacks in the U.S. was presented at the 13th Congress of the International Board on Books for Young People in 1972. Ms. Durrell concludes that although the aesthetic concerns for quality reproduction of illustrated

children's books continues to trouble both publishers and librarians, "one hopes that overall standards of good taste will be applied to paperbacks that will make them visually effective within their limitations of low cost, and that the fine hardcover will continue to be available as well." She is hopeful regarding the possibility that children's paperbacks will mean that a greater variety of books will be available to more children in coming years.

PAPERBACKS IN WISCONSIN LIBRARIES . . .

Hernandez, Ramon R., Your Choices and Simple Processes; The Young Adult Compact Media Project at Merrill," Wisconsin Library Bulletin, January 1972, pp. 32-36.

Hurley, Lois J., "Racine Went Where the Action Was; Report on Use of Paperback Collections," Wisconsin Library Bulletin, September 1970, pp. 341-342.

Stanke, Carol L., "Use of Paperbacks in Small Public Libraries," Wisconsin Library Bulletin, January 1973, p. 54.

PAPERBACKING

Saving Money: We browse Goodwill Stores, Salvation Army Stores, etc. for some of our paperbacks, at 20¢ each. That's cheap "like new" books.

A good freestanding wire paperback rack comes from: Highsmith Co., P. O. Box 25, Ft. Atkinson, Wisconsin 53538--holds 950 mass market paperbacks at only $68.80 plus freight.

Processing paperbacks:

1. We do not catalog or put any marking on the spine of our fiction paperbacks, as all of our paperbacks are in the rack.

2. We use Dennison Carbon Set address labels (No. 37-724). Four-part sets, split into two-part sets, save us a lot of time. The two-part sets could be used, but the four-part sets are cheaper. Since they have carbon paper, we need only type the author's name and title one time. One box will do 6,600 books.

3. We can do 33 books per sheet of labels, which saves a lot of time rolling cards in and out of the typewriter.

4. When we finish a sheet, it is divided on perforations and put into the books, one label for the book card and its carbon copy on the book pocket.

5. Pocket is attached.

6. Library's name is stamped on the book.

7. Circulate paperback.

Richard Meldrom, Director
Catawba County Library
Newton, NC 28658

From U*N*A*B*A*S*H*E*D Librarian, Number 12, p. 30, (cited on first page of this bibliography).

Prepared by Ginny Kruse

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COMMON PROBLEMS CLINIC

Conducted by WLA Children's and Young People's Services Section at Fall Conference, October 1975, and Spring Meeting, April 1976

Problem: How to cope with stealing and vandalism in the library

Suggestions for coping:

1. Constantly explain ways to reach and win over those responsible for vandalism and theft; when addressing classes or giving tours of the library, emphasize that stealing hurts all patrons.

2. Install a graffiti board.

3. Create a display case of vandalized materials.

4. Mark cards in the card catalog with MISSING or LOST when books are no longer available.

5. Make a video-tape presentation of the vandal/theft problem.

6. If necessary, display materials such as tape cassettes in locked cases, removing items for check-out, on request.

7. Place jackets of records, cassettes, etc., on display, checking out actual software from the circulation desk upon request.

8. Provide most popular fiction and nonfiction books in multiple copies in paperback, whenever available.

9. Maintain best possible public relations by allowing reference books to be borrowed overnight and weekends with special permission; keep all except out-of-print and rare materials on open shelf; speed up check-out procedure.

10. Provide public photocopying service to reduce page vandalism; offer free photocopying of up to three pages from car repair manuals and similar other high-cost, high-loss references.

11. If the problem is acute enough to warrant considering installation of an electronic theft detection system, consult comparative studies made by the ALA Library Technology Program in 1970 and 1974.

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12. Apply ID markings to AV and other equipment in large letters with paint or an electric etcher.

13. Subscribe to LIBRARY SECURITY NEWSLETTER (bimonthly, Haworth Communications, Inc., 174 Fifth Ave., New York, NY 10010) for up-to-date information and suggestions for alleviation.

14. Act decisively when vandals or thieves are caught in the act, requiring reimbursement and/or repair, preferably by those directly responsible.

15. Design buildings to minimize damage from vandalism and disruptive behavior: high walls; inaccessible roofs; sliding or pull-down grilles at entrances; minimal glass around entrances; offices located near entries. Avoid easily damaged wall and ceiling materials; build ceilings out of jumping reach; minimize glass near play areas; mount AV and other equipment permamently whenever possible; install convex detection mirrors to allow surveillance of obscure areas.

Reported by Virginia Perez, Director, Outagamie-Waupaca Counties Federated Library System, Appleton Public Library, and Jo Fleming, Director, Kimberly Public Library

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WLA Children's and Young People's Services Section

COMMON PROBLEMS CLINIC

Problem: How to Cope with Stealing and Vandalism

Bibliography

PARTIAL LISTING OF CITATIONS UNDER THE HEADINGS OF "VANDALISM," "THEFT," AND "LIBRARY PROTECTION SYSTEMS," LIBRARY PERIODICALS INDEX, 1974, through September 2, 1975

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Clement, Stanley L. "School Vandalism--Causes and Cures," NAASP Bulletin, January 1975, pp. 17-21. Good checklists of external and internal methods of meeting the problem. Entire issue devoted to "Student Behavior: Problems, Procedures, and Programs."

Cooper, Douglas W. "Library Security: An Administrative Overview." North Carolina Libraries, Winter 1974, pp. 9-17.

Holtman, Eugene. "The Security Problem." Michigan Librarian, August 1973, pp. 5-6.

Madden, Susan. "Library in Lock-Up." Illinois Libraries, Springfield, September 1974.

Sheridan, Robert N. "Measuring Book Disappearances." Library Journal, September 1, 1974, pp. 2040-3.

Sherman, Jake. "Book Theft: How Bad a Problem for Vermont Libraries?" Vermont Libraries, September-October 1974, pp. 16-19.

"Librarian Stabbed at Desk." American Libraries, April 1975, pp. 213-4.

"Libraries and Vandalism, Solutions Sought." Library Journal, May 1, 1974, p. 1253.

"A Library Nightmare in Oakdale, California." Library Journal, September 15, 1974, p. 2197.

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"Library Security: Book Thefts Are Up." Library Journal, February 15, 1975, p. 352.

"New Book Detection System for Small Library Use." Library Scene, December 1974, p. 35.

"Blue News at End of Year, Alderman Library Discloses Thefts." Virginia Librarian, January 1974. p. 9.

A Curse Against Book Stealers

For him that stealeth a Book from this Library, let it change into a serpent in his hand & rend him. Let him be struck with Palsy, & all his Members blasted. Let him languish in Pain crying aloud for Mercy, & let there be no surcease to his Agony till he sink to Dissolution. Let Bookworms gnaw his Entrails in token of the Worm that dieth not, & when at last he goeth to his final Punishment, let the flames of Hell consume him for ever & aye. &

Monastery of San Pedro, Barcelona

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COMMON PROBLEMS CLINIC

Problem: How to make it possible for users to help themselves in the library without too much collection fragmentation

Suggestions for coping:

1. Have cataloger serve in public service.
2. Have librarians who "really how their stuff."
3. Use a lot of subject headings in catalog.
4. Do teach catalog use to users, making it as much fun as possible.
5. Public access to bibliographies, such as Children's Catalog.
6. Limit fragmentation to your public.
7. Short-term materials exhibits.
8. Colorful and helpful signs and placards.
9. "Data Detectives' Handbook" containing cartoonized or humorous helpful hints for using the catalog and shelving system.
10. Where applicable, display one of the eye-catching coded charts of major Dewey Decimal classifications.

Reported by Elizabeth McCoy, Children's Librarian, Monona Public Library

WLA Children's and Young People's
Services Section, Fall Conference,
October 1975

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COMMON PROBLEMS CLINIC

Problem: Particularly in the case of one-person library operations, how to recruit, orient, and sustain the interest of volunteers and work-study trainees

Suggested solutions:

I. Recruiting

Flyers--to special groups, e.g., Senior Citizens, Language Arts Students, and Scout Troops.

News Releases--see sample.

Handouts--checklists of volunteer work possibilities to give people choices.

II. Training (orienting)

Overview of how volunteer fits into the general service picture.

Specific instructions and expectations--see inclusions.

Continuing communication--direct and cross-communication--see inclusions.

Volunteers organizing other volunteers (Pie in the Sky).

III. Sustaining Interest

Volunteers do best with stimulating and creative tasks. Evaluation is, therefore, necessary to determine whether the job meets their expectations and interests after a specified period of time.

Built-in development and progression from one level to more demanding (or creative) work.

Choices (1) Take-home volunteer work for some people works best, e.g., voluntary reviewing of materials (books or otherwise) for the librarian. (2) Length of time (daily, weekly, or sporadic) worked as volunteer should continue to fit into the volunteer's schedule.

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IV. Recognition

Evaluation of work and praise as required.

Certificates.

Honorary tea or luncheon.

Letter of appreciation.

Photo(s) taken of Volunteer on the job and presented to the Volunteer.

Prepared by Nancy Elsmo, Children's Services Coordinator, Racine Public Library

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150-1976

COMMON PROBLEMS CLINIC

BIBLIOGRAPHY

1. ALLUMETTE! by Tomi Ungerer, Parents Magazine pr. c1974. For sheer inspiration this so called "fable" will get you in the proper mood for volunteerism!

2. CHILDREN NEED OLD PEOPLE. Horn Book Magazine. Aug. 1973 p. 406ff.

3. COOPERATION/VOLUNTEERS. Editorial in LIBRARY JOURNAL, Oct. 1, 1971 p.3059.

4. LIBRARY LITERATURE - INDEXES UNDER SUBJECT HEADING. "Volunteer Assistants" - Many articles listed of interest to all types of libraries.

5. THE VOLUNTEER COMMUNITY. Creative use of human resources, by Eva. Schindler-Rainman, Washington, Center for Voluntary Society NTL Institute for Applied Behavional Science, c. 1971. 148p.

6. RECRUITING, TRAINING AND MOTIVATING VOLUNTEER WORKERS. by Arthur Pell. Pilot Books, 1972. 61pp. $2.00.

7. VOLUNTEER TRAINING AND DEVELOPMENT. A manual for community groups, by Annek Stenzel. Seabury, c.1968 222p.

8. VOLUNTEERS TODAY: FINDING, TRAINING AND WORKING WITH THEM. Assoc. Press. 1967. 192p.

COMMON PROBLEMS CLINIC

SAMPLE RECRUITMENT FLYER

WANTED!!

GRANDMAS & GRANDPAS

as

volunteer story-hour aides

TO HELP LIBRARY STORYTELLERS KEEP GROUPS
OF 3 TO 5 YEAR OLDS HAPPY IN LISTENING
TO GOOD STORIES, AND LEND A COMFORTING
PRESENCE AND GENTLE PERSUASION (IF NECESSARY)

QUALIFICATIONS: LOVE OF YOUNG CHILDREN

TIME INVOLVED: 9:45 TO 10:45 ONE HOUR PER WEEK

LOCATIONS:

TUESDAYS - CHRIST CHURCH-UNITED METHODIST
5109 Washington Ave.

WEDNESDAYS - UPTOWN BRANCH LIBRARY
1407 S. Memorial Drive

TRINITY UNITED METHODIST CHURCH
573 Greenfield Road

THURSDAYS - MAIN LIBRARY
75 Seventh Street

AN ORIENTATION SESSION WILL BE HELD IN LATE SEPTEMBER

I N T E R E S T E D ?

CALL MRS. NANCY ELSMO - DIRECTOR, CHILDREN'S SERVICES

R A C I N E P U B L I C L I B R A R Y

C H I L D R E N ' S R O O M - 6 3 3 - 1 0 5 1

Sample - Recruiting

COMMON PROBLEMS CLINIC

Brookfield Public Library

1900 Calhoun Road
Brookfield, Wisconsin 53005
782-4140

NEWS RELEASE

WE NEED YOUR HELP!

The Brookfield Public Library is expanding its volunteer program. We need additional volunteers for book circulation work, book collection maintenance, and new book processing.

Twenty volunteers are assisting the library staff now.....Please call or apply at the library.

Sonia Bielmeier, Head Librarian

Sample - Recruiting

COMMON PROBLEMS CLINIC

Do not write in this space

Date_____

Day assigned_____
Hours_____
Area_____
Beginning date_____

VOLUNTEER SERVICE APPLICATION - BROOKFIELD PUBLIC LIBRARY
1900 CALHOUN ROAD - BROOKFIELD, WIS., 53005

Mr.
Miss
Mrs. _____Phone_____
(first) (last) (hunband's name)

Address_____City_____Zip_____

Number of children at home_____Ages of children_____

Do you have any physical limitations?_____If so, would they affect the type of service you could give? _____If so, please explain

limitations_____

Are you employed?_____If so, where?_____

DESIRED SCHEDULE OF SERVICES

1. Days of week available (underline) Mon. Tues. Wed. Thurs. Fri. Sat.

2. Time of day available (underline) Morning 8:30-11:30 Afternoon 12:30-4:00 Evening 4:00-8:30

3. How often available (underline) Weekly Twice a month More than once a week

Can you type? Yes_____No_____ Birthdate_____

_____
Signature

Sample - Training + Communication

city of **RACINE**...racine, wisconsin

RACINE PUBLIC LIBRARY — Forrest L. Mills, City Librarian

September 1975

TO: Grandparent Helper

As agreed in our intial phone contact, your Preschool storyhour location for this year is at _____ Room _____ Your storyteller is _____

FROM: Nancy Elsmo, Director of Children's Services

Welcome to our group of volunteers. We are very happy that you can join us once weekly in serving the preschoolers who attend story hour at our various locations. Your duties will hopefully be pleasant and rewarding as you and the children get acquainted throughout the story hour season. The following is the suggested routine for your weekly hour with us:

1. Plan on arriving about 9:40 a.m. at your assigned location.

2. Coats and purses should be stored where library staff keeps theirs. Inquire about this from Mrs. Margaret Marshall or Mrs. Peg Martin.

3. At 9:50 please report to the story teller _____ in Room _____ and help her greet and chat with children. She may ask you to give out name tags. (You and your storyteller will decide on particulars)

4. During story hour we would ask you to be alert to any problem, or restless children and if necessary take them to the bathroom or to a staff member of the library (Marshall).

5. After stories about 10:30 help guide children into lines for checking out books.

6. Help children get to door after their book is checked out and point them in the direction where they will join their parent. If you have enough time, you may help the storyteller or book checker with other routines - otherwise -

7. That's it for the week. - With our thanks and appreciation of course for your time and interest.

If you are going to have to be absent any week I would appreciate a call in advance. In case of an emergency call between 8:30 and 9:30 the morning you are "on duty" at the library 636-9245. If you have any questions or problems please contact me at this same number. 636-9245.

THANK YOU . . . .

SAMPLE - RECOGNITION

A CITATION

_____

Who, by participation in Children's Department activities,
has contributed to the community services of the

RACINE PUBLIC LIBRARY

During the Year

Is Given This

CERTIFICATE OF APPRECIATION

A World of Information

_____
President, Library Board

_____
City Librarian

_____
Children's Librarian

© BOES 1967

LITHO IN U.S.A.

COMMON PROBLEMS CLINIC 21

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COMMON PROBLEMS CLINIC

Conducted by the WLA Children's and Young People's Services Section at Fall Conference, October 1975, and Spring Meeting, April 1976

Problem: How to cope with censorship attempts

Suggestions for coping:

1. Develop written book selection policy for approval of and backing by library or school board

2. Listen courteously to criticism of materials by any would-be censor; compliment complainant for being concerned; offer opportunity to express and define objections to material, in writing, on a "Patrons' Comments" form (model attached).

3. Some librarians have successfully organized patrons' or students' advisory councils to participate in recommending materials, equipment, and activities. If this is done, be sure to define limits of such a group's authority.

4. Before a controversy arises, organize a committee to recommend diversified cultural and/or religious materials to achieve collection balance and to carry out the library's responsibility for making the spectrum of doctrines and opinions readily accessible.

5. Whenever possible, avoid public emotional court/legal battles, but if such occur, seek reliable legal aid immediately and counsel and support from the Office for Intellectual Freedom of the American Library Association, the Wisconsin DPI Division for Library Services, the American Civil Liberties Union, the National Education Association, etc.

6. Develop a systematic procedure for cooperating with news media should a censorship controversy of communitywide proportions occur; they have a vested interest in freedom of the press.

7. Subscribe to the ALA Newsletter on Intellectual Freedom, issued bimonthly, 50 E. Huron St., Chicago, IL 60611, (312) 944-6780.

Reported by Catherine Oesterreich, Children's Librarian, Fort Atkinson Public Library

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COMMON PROBLEMS CLINIC

(This is a Living Library Exchange Pattern made available by the Consultant, Children's and Young People's Services, Division for Library Services, Department of Public Instruction, Madison, WI 53701.)

GUIDELINES

FOR

PROMOTING INTELLECTUAL FREEDOM

IN THE

PUBLIC LIBRARY

Prepared by: _____ Date: _____

Approved by Staff: _____ (Date)

Approved by Board of Trustees: _____ (Date)

I. PRINCIPLES

A. The _____ Public Library exists for ENLIGHTENMENT. Therefore, it is directly concerned that members of this democratic, technologically advanced society have unrestricted access to information required for making the complex social, educational, and political judgments on which the society is based.

B. The _____ Public Library exists for ENJOYMENT. Thus, it is directly concerned that members of this affluent, leisure-oriented society have opportunities for entertainment through unrestricted access to books and audiovisual materials and equipment and appropriate programs for people of all ages who live in the comunity served.

II. AUTHORITY

To these ends, the Library Administrator and Staff, with the support of the Board of Trustees, are empowered to act in the following AREAS OF CONCERN until these GUIDELINES are amended or revoked.

III. AREAS OF CONCERN

A. The Library Staff and Trustees will support local, state, and national laws and tax measures that tend to strengthen libraries and other communications media as instruments of knowledge, culture, and recreation in a free society.

B. The Library Staff and Trustees will oppose local, state, and national laws that restrict, prejudice, or otherwise interfere with the selection, acquisition, or other professional activities of librarians.

C. The Library Staff and Trustees will oppose proposed or actual restrictions imposed by individuals, voluntary committees, or administrative order on the selection judgments, order procedures, or administrative practices of librarians.

D. The selection and weeding procedures of this library are based upon the AMERICAN LIBRARY ASSOCIATION BILL OF RIGHTS and FREEDOM TO READ STATEMENT.

IV. METHODS FOR COUNTERACTING CENSORSHIP ATTEMPTS

The Library Administrator or his designated agent will take the following steps in handling objections to specific materials which have been acquired in accordance with the above policy and procedures:

A. Invite complainant to fill out a "Patron Comment on Library Materials" form, detailing his objections. (Sample form attached hereto.)

B. Refer complainant's form to a staff-appointed committee for investigation and recommended action.

C. Offer complainant the opportunity to voice objections to the committee in person if he/she chooses to do so. Without exception, complainants are entitled to and should receive humane treatment and a serious hearing from Library Staff and committee members.

D. In ruling on a complaint, the committee should defer to the fact that material was acquired in accordance with the Board's official policy and the administration's formal, written selection procedure, rather than attempting to argue the merits of a single item or type of material, except that evaluations of an item by recognized professional reviewing sources should be made available to the complainant.

E. In extreme cases involving groups rather than an individual complainant, the Library Staff, in conjunction with other organizations concerned with intellectual freedom (Friends of the Library; League of Women Voters; American Civil Liberties Union; etc.) should arrange for an open hearing to present all sides of the issue to the public.

F. If the incident becomes a public issue, the Library Administration should make accurate and complete information available to all local news media.

G. The Library Administrator, with approval of the Board of Trustees, should seek legal advice if it is available.

H. The Library Administrator, a Staff member, a Trustee, or any concerned individual should report local censorship attempts to the Chairman of the WLA Intellectual Freedom Committee, to the DPI Division for Library Services, and to the Office for Intellectual Freedom of the American Library Association.

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150-1976

COMMON PROBLEMS CLINIC

PATRON COMMENT ON LIBRARY MATERIALS

Title _____

Author _____ Publisher _____

Form of the material (e.g., film, pamphlet, book, phonograph record, microfilm, etc.) _____

_____

Please state your comment, suggestion or criticism of the material as specifically as possible _____

_____

_____

_____

_____

_____

_____

_____

_____

Did you read, see, listen or otherwise use the material in its entirety _____
If not, then which parts _____

_____

_____

_____

Are you aware of the judgment of this material by qualified critics _____
If yes, please identify source _____

_____

_____

Additional comments _____

_____

_____

_____

_____

Date _____ Signature _____

Address _____

Telephone number _____

The library appreciates your interest. Your comments will be forwarded to the Materials Selection Committee.

FOR STAFF USE ONLY

Staff member receiving comment _____

Service Area _____ Date _____

State of Wisconsin \ DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

DIVISION FOR LIBRARY SERVICES
W. Lyle Eberhart, Assistant Superintendent
126 Langdon Street
Madison, Wisconsin 53702

COMMON PROBLEMS CLINIC

Problem: How to cope with hostility on the part of other staff members who have low tolerance for children and young adults and programming expense and demands for them, and how to "ease the blow" of change for traditionbound staff members and patrons when opportunity for useful experimentation presents itself

Suggestions for coping:

(Our group concentrated most of its time on several specific problems, primarily dealing with adult staff members who did not respond well to children and with keeping up good relations with adult staff.)

1. Encourage adult staff participation in children's programs
2. Ask adult staff for contributions of materials and skills
3. Keep adult staff informed about what's going on in children's department
4. Keep communication going between departments
5. Deal with staff member hostile to children by arranging a 3-way discussion with director, children's librarian, and problem staff member; or bring the matter up without mentioning names in general staff meeting
6. Organize in-service training session to consider interpersonal relationships
7. Show interest in "problem" staff member's special projects; offer to contribute
8. Get "problem" staff member involved in some small way in children's department; consult her on subjects she is especially knowledgeable in
9. Show interest in adult department's programs
10. Constantly educate adult staff in children's department goals, activites, etc.
11. Hold cooperative adult and children's programs; plan and put on together, e.g., family programs or simultaneous adult children's programs

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3030 Darbo Drive
P.O. Box 1437
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(TWX 910-286-2768)

Some suggested reading:

Illinois Libraries, Vol. 57, No. 1, January 1975
"Administration of Children's Services"
especially Davis, Richard A., "Goals," pp. 2-7
Gregory, Ruth W., "The Crisis of Success in Public Library Work with Children," pp. 34-36

Illinois Libraries, Vol. 55. No. 1, January 1973
"Children's Services"
especially Federici, Yolanda D., " The Adult and the Children's Librarian," pp. 16-18

Hill, Janet. Children Are People; the Librarian in the Community. Crowell, 1974. c1973. $4.95.

Reported by Peggy James, Children's Librarian, Madison Public Library

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COMMON PROBLEMS CLINIC

Conducted by WLA Children's and Young People's Services Section at Fall Conference, October 1975, and Spring Meeting, April 1976

Problem: How to "reburbish" ongoing programming, such as story hours, summer reading programs, film series, etc., which have fallen into a tired, increasingly sterile groove or pattern

Suggestions for coping:

1. SUNDOWN STORY HOUR
2. DANCE-A-STORY Materials from Potter Library Services, Inc., Milwaukee Video tape for TV, etc.
3. DRAW-A-STORY Example: TALE OF THE BLACK CAT by Carl Withers.
4. NURSING HOME STORY HOUR Using finger plays and children's books.
5. CLOWN Have clown put on makeup and let the children try doing it.
6. PILOT Anyone with an interesting occupation other than a policeman or fireman to talk to the children, show slides, tools of their trade.
7. MEET THE AUTHOR Invite authors who live in Wisconsin to talk to the children and read them a story.
8. EASTER EGG EXHIBIT Invite children to decorate blown eggs for the tree, each entry to feature book title and character; tickets distributed in exchange are redeemable for a treat at an Easter Party in the library.
9. THE CHRISTMAS CUPBOARD Especially for visually impaired children, stock a cupboard with Christmas spices, herbs, plants, and candies--all manner of things that can be felt and smelled and tasted. Tell appropriate stories, and hand children illustrative goodies to be handled accordingly.
10. UNCONVENTIONAL CLOISTERS Move or build some unlikely "private" space into your library where children can take turns curling up to read, or listen, or daydream. One librarian built a nine-foot-high, 30-

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foot long plywood castle across the corner of the children's room. Another lined bunks with carpeting and mounted a ladder for access, thus using all the room from floor to ceiling. Still another introduced an old-fashioned bathtub filled with cushions. Even a curtained telephone-booth-like cardboard construction with a shelf and standing room only for listening to a tape-recorded story was popular in a library without lavish space.

Reported by Margaret L. Alf, Children's Assistant, Janesville Public library

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150-1976

COMMON PROBLEMS CLINIC

Bibliography on Revitalizing Library Programs

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Association of Children's Librarians of Northern California. Pre-School Story Time for Children. San Francisco: Association of Children's Librarians of Northern California, n.d.

Broderick, Dorothy M. An Introduction to Children's Work in Public Libraries. New York: H. W. Wilson, 1965.

Cadell, Lois. "Freestyle Summer Programming," School Library Journal, Vol. 21, No. 9 (May 1975), p. 12.

Cathon, Laura E., Marion McC. Haushalter, and Virginia A. Russell (eds.). Stories to Tell to Children. Pittsburgh: Carnegie Library of Pittsburgh Children's Services, 1974.

Edwards, Margaret A. The Fair Garden and the Swarm of Beasts. New York: Hawthorn Books, Inc., 1969.

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Peterson, Ellin F. "The Pre-School Hour," Top of the News, Vol. 18, No. 2 (December 1961), pp. 47-51.

Prepared by Margaret L. Alf, Children's Assistant, Janesville Public Library